

**AN ANALYSIS OF SPEECH ACT IN SHAKIRA'S SPEECH  
AT WISE CONFERENCE QATAR**

**A Thesis  
Submitted as a Partial Fulfillment of the Requirements  
for S1-Degree**

**By:**

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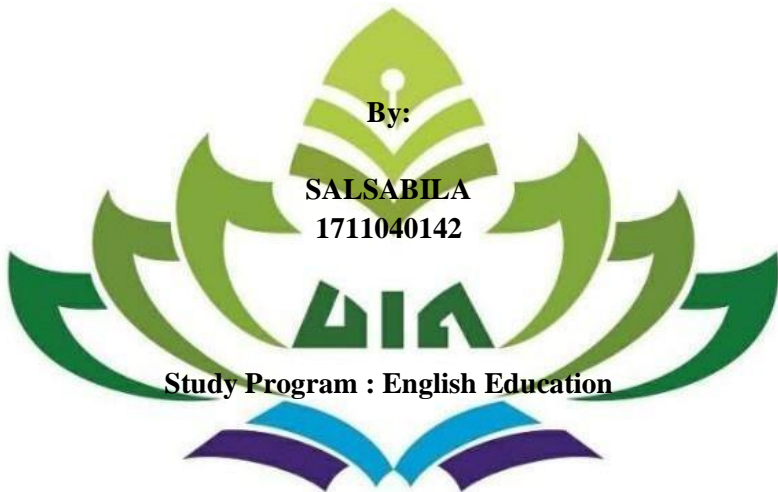
**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF RADEN INTAN  
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## CHAPTER I INTRODUCTION

The background of a research, limitation of the problem, formulation of the problem, objective of the research, the significance of the research and the scope of the research explained in this chapter.

### A. Background of the Problem

Humans are naturally social beings, they always want to relate with others. They want to know their surroundings, interact with others, and get information. So that they need the language as a tool. According to Harmer, language is used widely to communicate between people who do not share the same first (or even second) language.<sup>1</sup> Without language, it will impossible for people to do the communication and interaction with others. According to Hartman and a Stork, language is a purely human and noninstinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols.<sup>2</sup> Dealing with that statement, language has a very important role in human life. With language, humans can express the ideas and feelings they have. So that it creates communication with other people.

When people have communication with others, they not only speak to share information but also people have a certain purpose. Either to influence someone or expect others to “act” towards their utterances. This is in line with

George Yule “They do not only produce utterances containing grammatical structures and words, but they also perform action via utterances.”<sup>3</sup> For example, there is an action in utterances “I am hungry” when a daughter says to her mother in the afternoon after school rather than just letting her mother knows that she feels hungry at that time. She might do the request

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<sup>1</sup>Jeremy Harmer, *The Practice of English Language Teaching*, fourth edition ( Pearson Longmen: Cambridge UK,2007), 13.

<sup>2</sup>Nura Siti Mufiah dan Muhammad Yazid Nur Rahman, “*Speech Acts Anlysis of Donald Trump’s Speech*”, Project: Proffessional Jurnal of English Education, vol 1, no. 2 (2018): 125.

<sup>3</sup>George Yule, *Pragmatics*. 1 Ed (Oxford : Oxford University Press, 1996), p.47.

and expect her mother to prepare lunch for her. Another example, there is an action in utterance “I choose you as a capten class” when a teacher said that utterance in the classroom, she not only give the information for a student. But she give the information to all students and declare that one student will be a capten class. This kind of action performed via utterances is called a speech act. In summary, speech act is a communication activity (locutionary) that contains intention (illocutionary) at the time of speaking and an expected effect or response (perlocutionary) from the hearer after the speaker says it.

Additionally, some utterances that do not cause or make the hearer act or do something. Perhaps, that is because there is a misunderstanding between hearer and speaker. A speaker has a hope of how the hearer will catch the meaning based on the aim of the utterance. The effect or influence of power can be intentional or unintentionally created by the speaker.<sup>4</sup> Thus, the illocutionary act uttered is hoped to get the perlocutionary acts from the hearer. Nevertheless, in a conversation, there are not all the illocutionary acts getting the perlocutionary effect that is hoped by the speaker, sometimes a hearer cannot follow the speaker’s illocutionary act or cannot do the perlocutionary act based on the speaker hoped.

The form of speech act can be found everywhere in oral language. It is related to the speaking activity because when we speak we perform oral language. There are some kinds of speaking. They are dialogue and monologue. Speech is the form of a monologue. It means when we do the speech we perform a speaking monologue activity. Herbert and Eve in Purwadi explain that a speech refers to a succession of ideas expressed bit by bit in words, phrases, and clauses.<sup>5</sup> Speech aims to ‘influence the people’, that is why speeches are usually delivered by a leader or famous people that have an important role in their environment.

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<sup>4</sup>*Ibid.*, p.19

<sup>5</sup>Dede Purwadi, *Speech Act in Julia Gillard’s Speeches*, Masaryk University in Brno Faculty of Education Department of English language and literature. Brno, 2009, p.12

Knowing the phenomena, the researcher feels the importance to study illocutionary acts because every utterance can give an impact on the hearer. By study the illocutionary act, we can know how to convey and understand the intention or purpose correctly, so that the goal of the communication can be reached. Illocutionary act does not only find in daily life conversation but also in a speech. As we know that speech is given big impact on the hearer, so it is good to take a speech as the object of study. Thus, the researcher is interested to analyze the types of illocutionary act by Searle's theory and analyzed which illocutionary act mostly used in the speech. One of the interesting speeches deliver by a famous person with an interest topic is Shakira's speech at WISE Conference Qatar.

The reason the writer took Shakira as an object of the research because she is famous. Shakira is a Colombian singer, songwriter, musician, record producer, dancer, and philanthropist who emerged as a musical genius in Latin American music in the early 1990s. Many people are familiar with a song entitled Waka Waka (This Time for Africa) which is very famous because it is sung as an official song at FIFA World Cup 2010. The singer of this song is Shakira. Besides that, Shakira also has received numerous awards and recognition for her work. She is the recipient of three *Grammy Awards* and twelve *Latin Grammy Awards—the most for a female artist*. Shakira has sold more than 75 million records worldwide, making her one of the world's best-selling music artists. It proves that Shakira is a world singer known to many people.

Besides that, the speech that Shakira delivered at the 2019 Qatar at WISE Conference had a very good moral message, especially for students. The speech entitled Education Change the World, also became viral and got much attention from the general viewers in 2019. The video was watched by more than 1,5 million YouTube users.

The researcher adds some previous researches that use speech act as an object of the researches. First, the research was conducted by Gultom from the University of North Sumatera Medan entitled An Analysis of Speech Act in Hillary Clinton's

Speech “This Madness Has To Stop” as the result, she found 4 categories of speech acts in the article. Such categories are assertive, directive, commissive, expressive. The most illocutionary that is used in Hillary Clinton’s speech is commissive.<sup>6</sup>

Secondly, a research was conducted by Umar from Alauddin State Islamic University Makassar entitled *The Analysis of Speech Act of President Joko Widodo at APEC Forum*. He analyzed this speech some kinds of communication function in illocutionary act, they were assertive, directive, expressive, commissive, and declaration. The most illocutionary that is used in the president’s speech is assertive.<sup>7</sup>

The third research was conducted by Iwan Kurniawan, entitled *The Language of Airline Slogans: A Linguistics Analysis*. The objectives of this research were to find out the Syntactic categories, semantic claims, and speech acts were used by 35 Airlines Slogans in five continents. The result of the speech act analysis is he found 4 categories of speech act such as categories representative, commissive, directive, and expressive. The most frequent speech act found in 35 airlines slogans is representative.<sup>8</sup>

Based on the explanation of the previous research studies, it means that there are many similar studies about speech acts that have been done. But there is a significant difference of previous studies to this research. The difference is this research will focus on the speech acts in Shakira’s Speech at WISE Conference Qatar. The speech has never been researched before, so it was very interesting to use that speech in linguistic research.

From the explanation above, the researcher will conduct a research entitled *An Analysis of Speech Act in Shakira’s Speech at WISE Conference Qatar*.

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<sup>6</sup> Novia Cindy Gultom, “An Analysis of Speech Act in Hillary Clinton’s Speech “This Madness Has To Stop”, (Thesis, University of Sumatera Utara Medan, 2017), p.39

<sup>7</sup> Try Fahmi Umar, “The Analysis of Speech Act of Presiden Joko Widodo at APEC Forum”, (Thesis, UIN Alauddin, 2016), p.44

<sup>8</sup> Iwan Kurniawan, “The Language of Airline Slogans: A Linguistics Analysis”, *English Education: Jurnal Tadris Bahasa Inggris*. Vol 11 (1), 2018, 76.

## **B. Identification of the Study**

From the background above, the researcher identified the problem as follows:

1. The speaker can not convey the intention or purposes of utterances correctly.
2. The hearer did not 'catch' the meaning of the speaker's utterance.
3. There is a misunderstanding between the hearer and the speaker in a communication.

## **C. Formulation of the Problem**

From the identification of the problem above, the researcher formulated the problems into :

1. What are the kinds of Illocutionary acts used in the speech of Shakira at WISE Conference Qatar?
2. What is the kind of illocutionary act mostly used in Speech of Shakira at WISE Conference Qatar?

## **D. Objectives of the Research**

In accordance with the problem of this research, the purposes of the research are:

1. To know the kinds of illocutionary acts used in the speech of Shakira at WISE Conference Qatar.
2. To know the kind of illocutionary act is mostly used in the speech of Shakira at WISE Conference Qatar.

## **E. Limitation of the Problem**

Based on the background of the problem, this research will focus on analyzing the kinds of speech acts in the speech by Shakira at WISE Conference Qatar. To know the kinds of illocutionary acts which is used in the speech, the researcher analyzed each sentence of the speech and classified it based on Searle's theory. This research will analyze about type of illocutionary speech act such as representative, directive, expressive, commissive, declaration that will be expressed in this speech.

## **F. Significance of the Research**

At the end of this research, it is expected that the result of this research can be used useful for:

### **1. Theoretical Contribution**

The result of this research is expected to give some significant contributions to the readers in speech act knowledge in Shakira's Speech at WISE Conference Qatar and can be references in pragmatics, especially for speech act. However, the author hopes that the readers have quite an understanding about how to use speech act in the speech or text.

### **2. Practical Contribution**

#### **a. For students**

The result of this research is expected to facilitate the students to gain a better understanding of linguistic especially in a part of speech act in the speech. They can also improve their skills in English thorough watching Shakira's Speech video.

#### **b. For teachers**

The result of this research can be a reference to be more creative in teaching including the method, the activities, and the way to communicate to students. The teacher can also apply Shakira's speech video as the media to teach their students especially in pragmatic subject.

#### **c. For other researchers**

Hopefully, the result of this research is expected to be an inspiration for other researchers who interest to conduct research about speech acts and this research also can help other researchers by providing many references about speech acts.

### **3. Educational Contribution**

The result of this research is expected to be a reference for student in studying pragmatic especially analysis of speech act in speech.

## **G. Scope of the Research**

In this research, the scopes of the research are:

### **1. The subject of the research**



The subject of the research is Shakira's Speech at WISE Conference Qatar.

2. The object of the research

The object of this research is types of Illocutionary Act based on John R Searle that will appear in Shakira's Speech at WISE Conference Qatar.

3. Place of the Research

The research will be conducted at UIN Raden Intan Lampung.

4. Time of Research

The research will be conducted in the academic year of 2021.



## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theory

This chapter is a theoretical foundation that describes the concept of pragmatics, speech act, speech, biography of Shakira.

##### 1. Pragmatics

Pragmatic is a branch of linguistic study that is concerned with the meaning of an utterance. Pragmatic study views the utterance from a different context and different situations and finds the meaning of the utterance itself, the pragmatic works are by understanding the meaning of utterance when two or more people communicate, the speaker will say and the listener will analyze what people mean by their utterance. The goal of pragmatic study is to achieve the intention of people means so that the hearer needs to conclude that.

Learning a language by pragmatic it means that we as a the listeners understand about the speakers' goals, assumptions, and request when they speak. Meanwhile, there are many definitions of pragmatic that defined by some experts. Based on Yule this approach also needs exploration of listener how to get the conclusion about what the speaker said and interpreted the speaker's meaning.

This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated.<sup>9</sup> In line with Levinson, pragmatic is the correlation between language and purpose which correlates with the language structure.<sup>10</sup> As the opinion above because many words have different purposes, different contexts, and clues, pragmatic must have the continuity between the language and the structure so the people who receive the utterance can interpret well. In other words, we say that pragmatic is a study to know the meaning and purposes of speaker utterances while we still focus on language structure.

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<sup>9</sup> George Yule, *Pragmatics*. 1 Ed (Oxford : Oxford University Press, 1996), p.3.

<sup>10</sup> Irah Khoiriyah Azzahra, "A Pragmatics Analysis of Deixis in Surah Al-Baqarah Translated by Abdullah Yusuf Ali" (a thesis of English Language and Education IAIN Curup, 2019. vol.3 No.2)p.197.

When people communicate there is always the purposes in each utterance but the purpose itself can be some meaning, in other word disambiguation of the sentences that depend on the receiver and the situation when the utterance has happened. Chomsky says that the focus of pragmatic itself belongs to principles of language usage.<sup>11</sup> From the argument before, to avoid mistakes when people analyze the disambiguation in an utterance, it should be understood that the concern of the pragmatic study is limit on the language use principle than focus on the language structure.<sup>12</sup> According to Yule, the advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of action (for example request) that they speak.<sup>13</sup> By knowing the pragmatic we can easy to understand what speaker or people means. So we can build good communication with others, as we know that good communication will bring us many advantages in our life.

There is a short conversation between A and B, A told B that when her trip she had spent some time in the hospital

A: "I was bitten by something in the Berlin Zoo"

B: "Was it an insect ?"

A: "Yes"

How B can guess if the insect was bitten A, here the explanation: the word "something" is an important clue at the first trial when concluding of what A said with B, in amongst a lot of things it makes possible the uninformative utterance like "I was bitten by something". Systematically make an inference that A (the speaker) is not in a position to make an informative statement, the starting point for the pragmatic inference is A did not know exactly about "something" was biting her. Another inference is the animals in the zoo usually in a cage for the safety

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<sup>11</sup> Stephen C. Levinson, *Pragmatic* (Cambridge University Press, 1983)p.7.

<sup>12</sup> Patrick Griffiths, *An Introduction to English Semantic and pragmatics* (Edinburgh University Press, 2006)p.132-133.

<sup>13</sup> George Yule, *Pragmatics*. 1 Ed (Oxford : Oxford University Press, 1996) p.4.

of those and if A did not know what was bit her meaning that was not one animal at the cage if it was not one animal at the cage bit her then what? There were not any other possibilities and the one possible inference is insect.

From all statements and explanations above, the researcher concludes that pragmatic is a branch that studies the relationship between language use and society situation also the participant in speech event, the purpose is to understand the meaning of one statement of people. To conclude what people say the receiver must understand the situation and the context then think about when the accident happened and things around could be the possibility right meaning.

## **2. The Scopes of Pragmatics**

Being one of the linguistics branches, pragmatics includes several scopes such as deixis, implicature, presupposition, speech acts, and conversational structure. They are briefly defined in the succeeding paragraphs.

### **a. Deixis**

Deixis means 'point ing' via language. It can be said that any linguist ic form which is utilized to accomplish 'point ing' is called a deict ic expression. There are three kinds of deixis. They are person deixis (me, you), spatial deixis (here, there) and temporal deixis (now, then).<sup>14</sup>

### **b. Implicature**

Implicature refers to what the speaker implies through the utterances in a conversation. In accomplishing a conversation, the speaker and the hearer should understand each other so the purpose can be achieved.

### **c. Presupposition**

Presupposition can be informally defined as an inference or proposition whose truth is taken for granted in the utterance of a sentence. Its main function is to act as a precondition of some sort for the appropriate use of that sentence.<sup>15</sup>

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<sup>14</sup> George Yule, *Op. Cit.*, p.9

<sup>15</sup> Yan Huang, *Pragmatics* (New York :Oxford University Press, 2007),

d. Speech Acts

Speech act is to utter something- either orally or in writing – is to do something. The act of speaking is, first and foremost, an act.<sup>16</sup> It is well-known to have three types. They are: locution, illocutionary, and perlocutionary acts.

e. Conversational Structure

Levinson alleges that conversational structure is the scope of pragmatics which concerns with the organization of conversation.<sup>17</sup> Conversational structure is about the way conversation works in practice.

### 3. Concept of Speech Act

The speech act theory is a pragmatic concept that be used as research since its first appearance in 1962 until now. The historical tracers of this theory state that it has first delivered by Wittgenstein, the German philosopher, but later on, it has given some linguistic tint by Austin and Searle. The theory of speech act became popular when John R. Searle expressed his opinions and understanding about the speech act in a book titled *Speech Acts: An Essay in the Philosophy of Language* (1969). Searle defined the speech act as a theory that examined the meaning of language based on speech relations with the actions taken by the speaker.<sup>18</sup> According to Yule, a speech act is an action performed via utterances.<sup>19</sup> In other words, if the speaker stated an utterance it means that she or he has a purpose expected to do by the listener. Meanwhile, Bach stated that people say something because they have a certain intention, they want to communicate something to those the hearer.<sup>20</sup> In conclusion, the speech act is the theory about the meaning of utterances said by someone. The

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<sup>16</sup> Betty J. Birner, *Introduction to Pragmatics* ( Oxford : Willey-Blackwell, 2013), p.175.

<sup>17</sup> Stephen Levinson, *Op. Cit*, p.284.

<sup>18</sup> Putri et al, “An Analysis of Speech Act Used in Harry Potter and Goblet of Fire Movie”, *International Journal of Language and Literature*, vol 3, no 2 (2019): p. 79,

<sup>19</sup> George Yule, *Pragmatics*. 1 Ed (Oxford : Oxford University Press, 1996) p. 47.

<sup>20</sup> Bach, K. and R. M. Harnish. 1979. *Linguistic Communication and Speech Acts*. (Cambridge, Mass: MIT Press) p.3.

utterances can be used to state, ask, express, and make someone act toward the utterances said by the speaker.

On any occasion, the action performed by producing an utterance will consist of three related acts. There is first a **locutionary act**, which is the basic act of utterance or producing a meaningful linguistic expression. Mostly we do not produce well-performed utterances with no purpose. We form an utterance with some kind of function in mind. This is the second dimension or the **illocutionary act**. The illocutionary acts are performed via the communicative purpose. We do not, of course, simply create an utterance with a function without intending it to affect. This is the third dimension, the **perlocutionary act**.<sup>21</sup>

From all statements above, here the researcher gives an argument. Speech act is a theory about utterances that has implicit meaning on it. The meaning will give an impact on the speaker or listener. It can be stated, asked, express, criticize, and make someone act toward the utterance by the speaker. People use speech act in their utterances because the speaker realizes that there are differences between the speaker and the hearer, for instance, age, education, norm, and culture, family background, and so on. On the other hand, it may be also to build politeness in communication.

### 1. Types of Speech Act

Yule stated in his book that, the action performed by producing the utterance will consist of three-act. In this condition, there are three basic kinds of acts perform in speech; locutionary act, illocutionary act, and perlocution act.<sup>22</sup>

#### a. Locutionary Act

Locutionary act is the literal meaning of an utterance or semantically. Yule defined locutionary act, which is the basic act of utterance or producing a meaningful linguistic

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<sup>21</sup> George Yule, *Pragmatics*. 1 Ed (Oxford : Oxford University Press, 1996) p.48.

<sup>22</sup> J L Austin, *How to Do Things with Words*. 1 Ed (Oxford : Oxford University Press, 1962)p.100-101

expression.<sup>23</sup> It can be concluded that locutionary act is the original meaning of the sentence without context influences, it means context has not got the connection between the meaning and where/when the utterance is stated.

For example in sentence: *"I am hungry. I have not eaten today"*

"I" as the speaker and "hungry" refers to the 'empty stomachs and need to be filled', without asking for food. In other words, the locutionary act is a speech act that states something in the sense of "utter" or speech act in sentences meaningful and understandable.

### **b. Illocutionary Act**

Illocutionary act is perform action by uttering something. In line with Hurford stated that the illocutionary act (or simply the illocution) carried out by a speaker making an utterance is the act viewed in terms of the utterance's significance within a conventional system of social interaction.<sup>24</sup> It means that in the illocutionary act, the speaker utters something using a typical force, which makes the speaker act in accordance with what is uttered. This action relates to social functions. The utterance can amount to a prediction, a threat, a warning, a statement, a request, and so forth.

For example in sentence: *"I am hungry. I have not eaten today."*

That speech situation is the speaker hungry because she or he has not eaten today, so the meaning of utterance might be a request for some foods.

Searle proposed that speech acts could be grouped into general categories based on the relation of word and world. There are five basic kinds of actions that one can perform on utterance (using language), five general categories of the

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<sup>23</sup> George Yule, *Pragmatics*. 1 Ed (Oxford : Oxford University Press, 1996), p.48.

<sup>24</sup> James R. Hurford, *Semantic : A Coursebook*. 2 Ed (Cambridge : Cambridge University Press, 1983), p.273.



illocutionary act, through the following types: assertive, directive, commissive, expressive, and declarative.<sup>25</sup>

### 1) **Assertive**

Searle in his book stated that the point or purpose of the members of the assertive class is to commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed proposition.<sup>26</sup> Such as:

**Stating** is something that someone says or writes officially, or an action done to express an opinion. Example: "it aims to develop students skill in mathematics".

**Suggesting** is to mention an idea, possible plan, or action for other people to consider. Example: "Why don't you sit down and relax for a while? It must be tiring day for you".

**Boasting** is to speak too proudly or happily about what you have done or what you own. Example: "And I don't know if I'm going to be boasting now, but in 2012 alone, we won three grammy awards".

**Complaining** is to say that something is wrong or not satisfactory, for example: "Fred is complaining to the manager".

**Claiming** is to say that something is true or is a fact, although you cannot prove it and other people might not believe it. Example: "They claim that they are battling a dastardly conspiracy".<sup>27</sup>

### 2) **Directives**

According to Searle, the illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something.<sup>28</sup> In simply words it means that the speaker's role is to get the hearer to do something for certain purposes. Such as:

**Order** is give an authoritative direction or instruction to do something. Example : "My brother ordered the tickets last week."

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<sup>25</sup> John R Searle, *Expression and Meaning*. 1 Ed (Cambridge : Cambridge University Press, 1983), p.1.

<sup>26</sup> Ibid, p.12.

<sup>27</sup> Ibid, p.13.

<sup>28</sup> Ibid, p.13.

**Command** is having the authority to give orders. Example: “Be sure you have already shopped around for the best price before you make your purchase”.

**Request** is the act of politely or officially asking for something. Example: “Please give me additional chocolate on my ice cream”.

**Advise** is give someone advice. Example: “I advised her to follow the competition.”

**Invite** is make a polite, formal, or friendly request to (someone) to go somewhere or to do something. Example : We were invited to a dinner at the Embassy.”

**Permit** is give authorization or consent to (someone) to do something. Example : The law permits councils to monitor any factory emitting smoke.”<sup>29</sup>

### 3) **Commissives**

According to Searle, commissive is the kinds of speech act that speakers use to commit to doing something in the future, such as promise, threat, and refusal. There are two categorized of commissives. One would have to show that promises are really a species of request to oneself. Or alternatively one would have to show that requests placed the hearer under an obligation.<sup>30</sup>

**Promising** is assure someone that one will definitely do, give, or arrange something; undertake or declare that something will happen. Example: “He promised to send me a bucket of flower.”

**Threat** is a communication of intent to inflict harm or loss on another person. Example: “I will fire you if you don’t get serious at work.”

**Refusal** is to show or express unwillingness to do or comply with refused to answer the question. Example: “I will not accept any kind of gift from him.”

### 4) **Expressive**

Expressive is a kind of speech act that express the speaker’s feelings. They express their psychological state in polite. It can

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<sup>29</sup> Ibid, 14

<sup>30</sup> Ibid, 14

be a statement of pleasure, joy, pain, dislike, sorrow, and so on. The paradigms of expressive verbs are "thank", "congratulate", "apologize", "condole", "deplore", and "welcome".<sup>31</sup> In using an expressive, the speaker makes words fit the world (of feeling).

**Thank** is express gratitude to (someone), especially by saying "Thank you". Example: "Mac thanked her for the meal and left"

**Congratulate** is to praise someone and say that you approve of or are pleased about a special or unusual achievement. Example: "Congratulations on the birth of your lovely baby son".

**Apologize** is to forgive someone for something they have said or done. This word is often used in polite expressions, Example: "Pardon sir, Could you explain again?"

**Condole** express sympathy for (someone); grieve with. Example: "The priest came to condole with Mrs Maria."

**Deplore** is feel or express strong disapproval of (something). Example: "We deplore this act of violence."

**Welcome** is greet (someone arriving) in a glad, polite, or friendly way. Example: "Hotels should welcome guests in their own language."<sup>32</sup>

### 5) Declarative

Searle said in his book that declaratives bring about some alteration in the status or condition of the referred to objects in virtue of the fact that the declarative has been successfully performed. This feature of declarative distinguishes them from the other categories.<sup>33</sup> The declarative consists of resigning, dismissing, christening, naming, appointing, excommunicating, and sentencing.<sup>34</sup> It can be concluded that declaration is a kind of speech act that can change the world via their utterance because by saying the declaration can change the status or condition of the object

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<sup>31</sup> Ibid, 15

<sup>32</sup> Ibid, 16

<sup>33</sup> Ibid, 17

<sup>34</sup> Rahardi, Kuncana. *Pragmatik: Kesantunan Imperative Bahasa Indonesia*. Jakarta: Erlangga. 2005, p.36

(things or person). Because of that, Searle calls declarative "a very special category of speech acts".

**Resigning** is to give up a job or position by telling your employer that you are leaving, for example: "I would be grateful if you confirm the acceptance of my resignation".

**Dismissing** is to decide that something or someone is not important and not worth considering, for example: "We'll dismissing class early today".

**Christening** is a Christian ceremony at which a baby is given a name and made a member of the Christian Church, for example: "Six weeks after her christening the princess was vaccinated, this being the first occasion on which".

**Naming** is give a name to. For example: I call this handsome baby, Budi.

**Appointing** is to choose someone officially for a job or responsibility. Example: "They appointed Yussy as manager".

**Ostracized** is exclude (someone) from a society or group. Example: "Ostracized for being too smart."

**Sentencing** is the punishment assigned to a defendant found guilty by a court, or fixed by law for a particular offense. Example: "Her husband is serving a three-year sentence for fraud."

### c. **Perlocutionary Act**

Perlocutionary act is "what is done by uttering the word" which is the effect on the listener's reaction. Levinson wrote on his book, perlocutionary act is the effect on the audience by means of uttering a sentence.<sup>35</sup> It means audience feels good/sad after uttering a sentence. The perlocutionary effect, what is done by uttering the words, it is the hearer reaction.<sup>36</sup> For example : "There is something in your shoulder!" will cause the listener to panic and to look on his

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<sup>35</sup>Levinson, Stephen. C. *Pragmatics*. (United States: Cambridge University Press, 1983), p.236.

<sup>36</sup>Cutting, Joan. *Pragmatics and Discourse*. London: A Research Book For Students. (Routledge 11 New Fetter Lane.2002)

shoulder. Thus, this perlocution is to cause those emotions and actions of the hearer.<sup>37</sup> In conclusion, a perlocutionary act is the effect of the utterance that can change in mind or behavior of the listener.

1. It is so hot in this room
2. The exam is so difficult

Based on the example it can be inferred that the first sentence is uttered by

someone while turn on the air conditioner and the second sentence is done

by someone while doing the examination.

## 2. Direct and Indirect Speech Act

Besides the classification of speech act, an utterance has other features which are uttered by speakers. These features are direct and indirect speech act.

### 1. Direct Speech Act

Searle said (In Cutting) that the speaker using a direct speech act wants to communicate the literal meaning that the words conventionally express; there is a direct relationship between the form and the function.<sup>38</sup> A statement that said directly from the speaker to hearer that usually in the form of imperative sentence is defined of direct speech act. Direct speech is formally based on the mode, the sentence can be divided into news sentences (declarative), interrogative sentence (interrogative) and command sentence (imperative). Conventionally, news sentences (declarative) used to tell something (information); interrogative sentence for asking something, and command sentence to declare the command, invitation, request or petition.

Direct speech act is where the utterance said appropriate with the function of the sentence. Direct speech act such as a declarative sentences is to informing something. For example utterance *“move out that way!”* this utterance said by

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<sup>37</sup> I Made Dwi Jaya dkk, “An Analysis of Speech Acts in the Conversation Between Habiie and Ainun in the Film Entitled Habibie and Ainun 2012”, e-Journal Pascasarjana Universitas Pendidikan Ganesha, vol 2, no 1 (2014) : p.3

<sup>38</sup> Joan Cutting, (2002), *Op. Cit.*, p.19.

a speaker to hearer to move from his place. It is clear and appropriate that the speaker gives command to the hearer. Performative verb is one of the forms of direct speech act. The verbs that specify the illocutionary acts being performed or the type of verbs used to make performative utterances are called performative verbs. In other words, performative verbs are verbs where saying it or writing it performs the action itself. The three characteristics of performative verbs are the first, performative verbs are verbs that describe actions carried out by speakers, the second is they are used in 1st person singular, simple present, indicative, and active, and the last is they can be combined with *hereby*. The examples of performative verbs are promise, request, name, order, warn, predict, declare or refuse, ask, etc.

## 2. Indirect Speech

As Yule says in his book that indirect speech act is an utterance which has an indirect relationship between a structure and the function.<sup>39</sup> In other words, this speech act is performed indirectly through the performance of another speech act. Indirectness is a widely used conversational strategy. People tend to use indirect speech acts mainly in connection with politeness. This is in line with Yule, Indirect speech acts are generally considered more polite than direct speech act.<sup>40</sup> For example : *You'd make a better door than a window*. This utterance said by speaker means a request as the declarative structure.

## 3. Shakira in Description

Her name is Shakira Isabel Mebarak Ripoll, she was born in Barranquilla Colombia on February 2, 1977. She is a Colombian singer, songwriter, musician, record producer, dancer, and philanthropist who emerged as a musical genius in Latin American music in the early 1990s. Shakira is a native Spanish speaker and also fluent in English and Portuguese. Shakira's mother is a Colombian, named Nidia del Carmen Ripoll who is of

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<sup>39</sup>George Yule, *Pragmatics*. 1 Ed (Oxford : Oxford University Press, 1996), p.55.

<sup>40</sup>*Ibid*, p.56.

Spanish-Catalan descent. Meanwhile, her father is named William Mebarak Chadid who is an American-born Catholic of Lebanese descent.

Shakira has been referred to as the Queen of Latin Music and is noted for her versatility in music. Shakira has been starting the music field since he was 8 years old. And she became famous, until the first album *Magia* in 1991. She rose to prominence in Hispanic countries with her next albums, *Pies Descalzos* (1995) and *Dónde Están los Ladrones?* (1998). In 2001, she release her first English language album, *Laundry Service*, which sold more than 13 million copies worldwide. With a catalog of 145 songs, Shakira has sold over 80 million records which have made her the best-selling female Latin artist of all time. Shakira has received numerous awards, including three Grammy Awards, twelve Latin Grammy Awards, four MTV Video Music Awards, seven Billboard Music Awards, thirty-nine Billboard Latin Music Awards, six Guinness World Records, and a star on the Hollywood Walk of Fame. Some of her songs have charted at number one in multiple countries, including "La Tortura", "Hips Don't Lie", "Waka Waka (This Time for Africa)", and "Chantaje". Shakira served as a coach on two seasons of the American singing competition television series *The Voice* (2013–2014).

In 1997, Shakira founded the Pies Descalzos Foundation, a Colombian charity with special schools for poor children all around Colombia. It was funded by Shakira and other international groups and individuals. The name of the foundation was taken from Shakira's third studio album, *Pies Descalzos*, which she released in 1995. The foundation's main focus is on aid through education, and the organization has five schools across Colombia that provide education and meals for 4,000 children.

In 2011, she was appointed by President Barack Obama to the President's Advisory Commission on Educational Excellence for Hispanics. The World Literacy Foundation announced Shakira as the recipient of the 2020 Global Literacy Award for "her significant contribution to the improvement of literacy for disadvantaged children around the world. In November 2018, she

visits Barranquilla, for the construction of a school through her Barefoot Foundation (Pies Descalzos Foundation), Shakira spoke about the educational policies of the government under Ivan Duque (President of Colombia 2018–2022). Speaking against the government's intentions to reduce the national education budget from 13% to 7%, she said, "This is unacceptable. It shows that instead of progressing forward we are moving backward. We need to invest more in education and we need to build more schools in places where there are none". She also talked about social inequality and unschooling. In 2020, Shakira was appointed by Prince William, Duke of Cambridge as a voters' council member for the "Earthshot Prize" which provides the needed funding to 50 environmental pioneers tackling major environmental issues.

Shakira has so many achievements and because of that she often gives a speech on international events. One of them is a speech at WISE Conference Qatar 2019. The World Innovation Summit for Education (WISE) is an international initiative aimed at transforming education through innovation. On that chance, Shakira delivered her speech entitled Education change the World. On that chance, Shakira talked about the important role of equality of education in eradicating poverty. Shakira also expressed her aspiration to fight for education for children who dropped out of school through the foundation she has. She thinks if all children have the same learning opportunities, the opportunity to live in prosperity will be easier to achieve so that the high poverty rate will be overcome.

## **B. Relevance Studies**

The first previous study was conducted by Try Fahmi Umar. The writer just focused on analyzing speech acts in kinds of communication function in illocutionary act and perlocutionary act contained in the speech of President Jokowi. This research used the qualitative method that the data is collected by watching the video and reading the script of the speech by President Joko Widodo. Then, the writer made a note to identify the kinds of communication function in illocutionary act used by President



Joko Widodo. After that, the writer identified the effect contained in the speech. Then, the writer classified data, choose which include in illocutionary act and perlocutionary act. And the last, the writer analyzed the speech used the speech act theory. This research found two conclusion. Firstly, the writer find some kinds of communication function in illocutionary act, they were: 9 assertives, 0 directives, 2 expressives, and 6 commissives and 0 declarations. The most illocutionary that used in the president's speech are assertives of stating and commissives of an offering<sup>41</sup>. Secondly, the writer also found that the perlocutionary act in this speech has the effect or response from the audience after hearing a speech by President Jokowi in APEC, Beijing 2014.

The second previous research was conducted by Usep Muttaqin. Based on the result of his analysis, he found several types and descriptions of the speech act of Zaid's utterance in Moustapha Akkad's Movie the Message. Data used in this study is qualitative data. The researcher found some types of speech acts, there are representative, directive, commissive, and declaration. The most speech act used by Zaid is representative. It is the type of speech act where Zaid as the speaker commits to the truth of the proposition. There 15 Zaid's utterance which categorized as representative speech act.

The second frequent speech acts Zaid used in the movie is directive. It is the type of speech act where Zaid gets his hearer to do something. There 7 Zaid's utterances which belongs to this type of speech acts. The third frequent speech acts Zaid used in the dialogues of the movie is commissive. It is the type of speech act where Zaid commits to some future actions. There are seven Zaid's utterance which belongs this type of speech acts. The last, the fourth frequent speech acts Zaid used in the dialogues of the movie is declaration. There are only one Zaid's utterance which belongs to declaration speech act.<sup>42</sup>

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<sup>41</sup> Try Fahmi Umar, "The analysis of Speech Act of Presiden Joko Widodo at APEC Forum", (Skripsi, UIN Alauddin, 2016), p.44.

<sup>42</sup> Usep Muttaqin, "A Speech Act Analysis of Zaid's Utterances in Moustapha Akkad's Movie the Message". (Skripsi, UIN Sunan Kalijaga, 2013), p.58.

The next previous research was conducted by Choerunnisa Rumaira. The writer just focused on analyzing the illocutionary acts of Mr. Keating's utterances, the perlocutionary acts of Mr Keating utterances, and to know what Mr Keating commonly does as a good teacher when teaching as reflected in the speech acts.

This research used the qualitative method that the data is collected by watching the movie and selecting the data of each utterance in the movie. Then, the writer classifying the data and tranfering into table. The last the writer analyzing and interpreting the data. This research found three conclusion. Firstly, the writer found the illocutionary acts and *directives* get the highest percentage of Mr. Keating's utterances when teaching which are up to 44.24%. Secondly, the writer found the terms of perlocutionary acts, there are two acts that most commonly occur. They are *to inspire the hearer* and *to get the hearer to do something* with the same percentage, up to 24.77%. The lowest percentage of perlocutionary acts is on *to insult the hearer* which is only 1.76%. Thirdly, writer found that Mr Keating is a good teacher reflect in his speech act. He often delivers commands in question form. It is good for students that they hear those commands very often as they wull use it ini their daily lives to construct polite requests.<sup>43</sup>

### C. Conceptual Framework

Speech act is served as the basic theory of this research by considering the fact that a person obviously performs a particular action through the utterances. Speech act can not be sparated from the utterance and the action because the definition of speech act itself is doing an action through utterances. Utterances are a sequence of words which contains meaning. While action is refers to the effect that the speaker expect to the hearer when she or he utter something. It can be simply implied that speech act means when utterances are produced, a certain action is performed.

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<sup>43</sup> Choerunnisa Rumaira, "An Analysis of Speech Act in Dead Poets Society", (Skripsi, State University of Yogyakarta, 2015), p.96.

The speech act theory is a pragmatic concept that be used as research since its first appearance in 1962 until now. The historical tracers of this theory state that it has first delivered by Wittgenstein, the German philosopher, but later on, it has given some linguistic tint by Austin and Searle. Austin categorized speech act into three types. They are locutionary, illocutionary and perlocutionary acts. Locutionary is an act of saying something, illocutionary is an act of doing something and perlocutionary is an affect of doing something by saying something. Then the illocutionary acts defided into 5, they are: assertive, directives, commissives, expressive, and declarative. However, speech act is an interestingthing to learn. It helps the second or foreign language learners understand deeper the contextual understanding and improve their communicative language ability.

Shakira's speech entitled "Education change the world" went viral and got much attention from the general audiences and viewers in 2019. This video was watched by more than 1,5 million YouTube users. Shakira delivered the speech at the WISE Conference Qatar. She kicked off her speech by talking her experience in childhood was when she saw kids her age in Colombia, instead of going to school were already working on the streets. She was concerned and called to be able to help these children. She also realized that the cause of the main problem was a lack of access to quality education. So she built the "Pies Descalzos Foundation" which focuses on improving the quality of education for children on the street.

During her speech, Shakira described the process she went through to build schools in remote areas and how quality education has succeeded in making a tremendous impact in her country. In her opinion, education will produce quality generations so that the poverty rate in a country can be alleviated. In her speech, Shakira also invited everyone including the government to pay more attention and take a role in equalizing the education of all children. She also added several targets for the next 3 years to continue this "big" mission.

The fact that Shakira's speech got much attention from the wide audiences made the researcher was interested and finally decided to conduct the research about speech act analysis especially the illocutionary acts of Shakira utterances which were performed in a speech at the WISE Conference Qatar in 2019.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research used qualitative research design for analysis of the subject, because this research found the speech act in Shakira's speech at WISE Conference Qatar. Qualitative research is an interpretative approach that purpose to get specific meaning and behavior experienced in social phenomena.<sup>44</sup> Qualitative research is a social inquiry that focuses on how to interpret people and understand about their experience and the words that they use in life. As said by Creswell qualitative research matches research problems that we do not know about the variables and need to explore of the research.<sup>45</sup> Qualitative research is a research which produces descriptive data in oral or written form subjects that have the goal of an individual understanding and complete about the background. The research will use descriptive methods to describe speech act in Shakira's speech at WISE Conference Qatar because this research will describe a phenomenon and the characteristic speech act that is used in this speech. As explained by Gay, the descriptive method is one of the methods that collecting data in order test to test the hypothesis or to answer the research questions.<sup>46</sup> Descriptive method will match that using in this research because it will help this research to describe speech act in Shakira's speech at WISE Conference Qatar.

#### **B. Research Subject**

The researcher focused on analyzing the speech act in a speech delivered by Shakira at WISE Conference Qatar Summit on November 21, 2019, in Qatar. The researcher downloaded her

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<sup>44</sup> Palmer Cathryne and Bolderston Amanda, A Brief Introduce to Qualitative Research. The Canadian Journal of Medical Radiation Technology. 2006. P.16

<sup>45</sup> Jhon Creswell. Educational Research. (University of Nebraska: Pearson. 2002). P. 16

<sup>46</sup> Gay. Educational Research: Competencies for Analysis and Application (3rdEd). Columbus, OH: Merrill.1987

video from YouTube on Friday, November 6, 2020. The video length from Shakira is 11.13 minutes. According to Sutopo, the subject is a source of the data from which the data are the result.<sup>47</sup> From the statement before, so the subject of this research is Shakira's speech at WISE Conference Qatar. Meanwhile, the speech act used theory from John R Searle as an object.

### **C. Data and Data Source**

The data are fact or information that used to decide the answer of research question.<sup>48</sup> Data is an important tool in a study, from the data the researcher knew the result of the research. The researcher need sources to obtain available data. The data source is the subject of the research where the data can be obtained.<sup>49</sup> So, the data source is the substance in which the researcher will get the information needs.

According to Creswell, the sources of data for qualitative can come from many sources including documentation, interviews, observation, audiovisual record, and physical artifacts.<sup>50</sup> The data of this research was speech act theory by John R Searle. The data source of this research was video of Shakira's speech at WISE Conference Qatar that taken from the YouTube.

### **D. Data Collecting Technique**

Collecting data is very important in research. Data collecting techniques play a very important role in a study and determine the success or failure of a study. In line with Ary, the most widely used method in collecting data of qualitative research

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<sup>47</sup> Fatimah Aqillah Irani, *An Analysis of Deixis Used by English Teacher of the Eleventh Grade Students of MAN Sukoharjo in Academic Year 2016/2017* (The State Islamic Institute Surakarta, 2017), p.39

<sup>48</sup> Afif Annikmatul Khoiriyah. "An Analysis of Figurative Language Used Inmoviescript "Frozen"" State Islamic Institute of Tulungagung. 2016. P. 35

<sup>49</sup> Dewi Binta Maskhurin Handayani, "Study on Vocabulary Learning Strategy Used by the Eighth Semester Students of English Department of IAIN Tulungagung in the Academic Year 2013-2014", (IAIN Tulungagung, 2014),p. 28.

<sup>50</sup> John. W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches, Third Edition*, (USA: SAGE Publication, 2009),p.178.

are observation, interviewing, document or, artifact analysis.<sup>51</sup> In this research, the techniques used by the researcher in this study were documentation. In this study, the technique used by the researcher is documentation techniques. The researcher made important notes about the utterance produced by the speaker, the time when the utterance was produced, who the speaker (included expression, intonation, gesture, and behavior) of the speaker. These notes were used to support sorting necessary data and unnecessary data and to facilitate the researcher to analyze the three acts (locutionary act, illocutionary act, and perlocutionary act) by using the theory explained by Austin included five types in the illocutionary act (declarative, representative, expressive, directive and commissives) based on Searle's theory. In collecting the data, the researcher used the following procedures:

1. The researcher downloaded the video of Shakira's speech at WISE Conference Qatar on YouTube.
2. The researcher searched the script of Shakira's speech at WISE Conference Qatar.
3. The researcher watched several times the video of Shakira's speech at WISE Conference Qatar.
4. The researcher read the script when she watched the video of Shakira's speech at WISE Conference Qatar.
5. The researcher identified speech act especially illocutionary act based on Searle theory.
6. The researcher gave code or underline the utterances in script that include speech act.
7. The researcher classified data based on types of speech acts especially illocutionary act.

#### **E. Research Instrument**

This research focused on qualitative data. As we know research instrument on qualitative data is human instrument because the researcher collect the data by itself. According to Lincoln and Guba, in a qualitative study, there is not any other

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<sup>51</sup>Donald Ary, *Introduction to Research in Education* (Eight Edition) (Belmont: Wadsworth, 2010). p. 431.

choice than to use herself as the main instrument because everything in qualitative research doesn't have a distinct form, problem, focus of the research and also the result, so there isn't better choice than the researcher as a tool to achieve those.<sup>52</sup> From the statement before, so the researcher will watch the video, read the script, and try to understand the speech by Shakira at WISE Conference Qatar to get and collect the data for this research. In other words, the researcher used human instrument and document analysis. Consequently, the researcher is an instrument of this research. This research also used the table to collect the data. It is to make clear the information of speech acts in Shakira's speech at WISE Conference Qatar. The table of as follows:

**Table 1. Analysis of Illocutionary Act Type**

No.	Utterance	Types of Illocutionary Act				
		AS	DS	EX	CM	DC
1		✓				
2						

**Note:** AS : Asertives  
DS : Descriptive  
EX : Expressive  
CM: Commisive  
DC : Declarative

Dealing with the first formulation of the problem, the type of illocutionary act in Shakira's speech at WISE Conference Qatar was the types of illocutionary act that referred to the John Searle theory. Then, the second table is used to know the percentage of most dominant of illocutionary act used in Shakira's Speech at WISE Conference Qatar. The table as follows:

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<sup>52</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (26th Ed) (Bandung: Penerbit Alfabeta, 2017), p. 223.



**Table 2. Frequency of Using Speech Act in Shakira's Speech**

No	Type of Illocutionary Act	Number of Cases	Percentage of Types
1			
2			
3			
4			
5			
<b>Total</b>			

### **E. Data Analysis**

To find the result from this study, the researcher must analyze the data, according Stainback, data analysis is one critical process in qualitative research, it is to understand the relation and draft the data so the hypothesis can be developed and evaluated.<sup>53</sup> From the statements before the researcher conclude that analysis data is an important step for conducting qualitative research, through analysis of the data a researcher can developing the data also know the interrelationship.

In this research, the data will present by descriptive and the researcher will following the steps conduct by Miles and Huberman which has divided the process of analyzing the data into three steps, such as condensation the data, display and verification the data, and make the conclusion or drawing the result.

#### **1. Data Condensation**

The first step to analyzing the data by Miles and Huberman is data condensation, which means the data is sorted and categories depend on the type, so the researcher will be able to do the next step easily. Based on that explanation, so the researcher identified the utterances in the speech that are considered speech acts, after that the researcher try to categorized the data based on types of illocutionary acts in Shakira's speech.

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<sup>53</sup> Ibid, 244.

## 2. Data Display

Data display is a set of organized information that gives the possibility of drawing conclusions and taking action.<sup>54</sup> Based on the definition above, the researcher described and analyzed the data that had been collected previously in which in this study the researcher presented the table, description, explanation, and analysis related acts of utterances produced by Shakira especially the function of utterances (illocutionary act).

After describing and analyzing the data, the researcher then verifies whether the data were correct or not. In this case, the researcher examined the data and analyzed that based on the sources and theories used which as previously explained that this study used speech and speech scripts of Shakira at WISE Conferences Qatar as sources while for the theories the researcher used is Searle's theory especially about five types of illocutionary act (declarative, assertive, expressive, directive and commissive).

## 3. Drawing/Verifying Conclusion

In the last step after the researcher sorting and presenting the data, the researcher should make a conclusion about the result, what the result can answer the formulation of the researcher or not.

In this research, besides the conclusion gave an explanation, this research used the percentage to find the most dominant of speech act. To calculate of the data, this research used formula by Bungin's formula:

$$n = \frac{Fx}{N} \times 100\%$$

n : percentage of type

Fx: total types frequency of the sub category

N: total types of all categories

In this research, after collecting the data, the researcher analyzed the data by using several steps. They are:

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<sup>54</sup> Miles Matthew B, Huberman A Michael, Saidana Johnny, *Qualitative Data Analysis A Methods Sourcebook* (3rd Ed) (USA: Arizona State University, 2014), p.12.

### **1. Selected data that indicates the type of Illocutionary act**

Based on Gibbs in Audrey Alejandro coding is how the researcher defines the data that will analyze about. Coding is often the key task of the nitty-gritty process of conducting qualitative text analysis.<sup>55</sup> By coding means that the process of assigning codes that would represent stepping stones that would eventually use as evidence to answer this research question. Type of speech act which was coded that reders to John Searle's theory as follows:

AS : Asertives

DS : Descriptive

EX : Expressive

CM: Commisive

DC : Declarative

### **2. Classified and analyzed the utterances of the speech which consist of speech act**

In this part, the researcher classified the utterances of the speech which consist of speech act refers to Searle's theory. They are assertive, descriptive, expressive, commissive, and declaration. After this, the researcher analyzed and describe the meaning of that speech act.

After those steps have been done, this research will write them into a table instrument of analysis of speech act.

### **3. Analyzing the kind of illocutionary act mostly used in the speech**

In this process, after the data collecting, the next step is analyzing the speech act mostly used in Shakira's speech. The researcher will create the result in the form percentage. This research will show using tables about the different results of each type of speech act in Shakira's speech.

### **4. Giving the conclusion**

In the last step, the researcher founding and concluding tha data that analyzed.

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<sup>55</sup> Audrey Alejandro, "Coding Qualitative Data- am doing it, the right way?" (Blog- The Methodological Artist, 2020).

## F. Trustworthiness of the Data

After analyzing the data, the researcher must ensure that the data must contain trustworthiness, in this research the researcher use triangulation which triangulation means that the research use several methods to rate the same phenomenon. According to Given, triangulation is a way to increase the validity of a study by comparing the result of different approaches for one unit to learn. It can be explained also that triangulation is a way to measure what is considered the same using different methods of investigation.<sup>56</sup> It means that triangulation is a way to find whether a study is valid or not by comparing the result with different approaches for one learning unit. Look at Satin argue the purpose of triangulation is not to determine the correctness of the data but increase the researcher knowledge about what they were found.<sup>57</sup> From the argument above we can know that the main aim of doing research is not only to find the answers to the research questions but also as an exam for the researcher to understand a lot about the subject.

Denzin said that triangulation means that the researcher takes a different perspective about the problem under study or more generally- in answering the research question. This perspective can be proved by several methods and/ or in some theoretical approaches.<sup>58</sup> In conclusion, triangulation is how researchers take different perspectives on the problem to be studied, which can be proven by different theories or methods as well as approaches that refer to theory. Denzin divided some types of triangulation that can be used for research:

1. Data triangulation

Data triangulation refers to a combination of different data resources applied to different times, people, and places.

2. Investigator triangulation

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<sup>56</sup>Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (London: SAGE Publication, 2008) , p. 892.

<sup>57</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (26th Ed) (Bandung: Alfabeta Publisher) 2017 ,p.241.

<sup>58</sup>Norman K. Denzin and Yvonna S. Lincoln, *The SAGE Handbook of Qualitative Research* (5th Ed) (Yogyakarta: Pustaka Belajar, 2018), p.788.

In this type, the data is independent and there is more than one observer. This type involves many researchers in the investigations made possible by this technique additional insight into the process of understanding the data as such bring different perspective and different epistemological assumption that can inform research results.

### 3. Theoretical triangulation

The type of this triangulation involves using more than one theoretical schema. This type draws upon alternative theories in preference to use only one viewpoint. Triangulation of theory refers to approaching data from multiple perspectives and hypotheses in mind. Various theoretical viewpoints can be placed side by side to judge their utility and strength.

### 4. Methodological Triangulation

This type of data uses the same method on different occasions or the same object and different methods. In this type use more than one option to collect the data, such as documents, observation, questioners.<sup>59</sup>

After knowing the kinds of triangulation based on Denzin. So, it means triangulation is the way on how to check the validity of the data. By doing this, it also can give proof about the data validation. Investigator triangulation will be used in this research to check the validation of the data. The source of the data will refer to the types of speech act that will be used in the research. The data will be checked by asking the expert and it will ask Mr Yusfik, S.Pd to be an investigator. He suggested to comprehending more the speech act types because there are some data did not appropriate. He accepted of validation on August, 31 2021 via whatsapp.

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<sup>59</sup> Ibid, 779.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

The result of the data analysis is taken from the analysis process through the speech acts concerned data which is found in Shakira's speech script and analyzed according to the theories. After the researcher collected the data of the speech script, the researcher analyzed and categorized based on Searle theory about type of illocutionary speech acts. The researcher also analyzed the communication function in the speech and the most dominant speech act used on the speech. There are five basic kinds of actions that one can perform on speaking or utterance, by means of the following types: assertives, commissive, directives, expressive, and declaratives. After knowing the types of speech act in the speech, each of the utterances that contain speech act was analyzed for communication function in illocutionary act.

##### **1. Analysis of Illocutionary Speech Act Types**

In this research, the data had analyzed by using steps from Miles, Huberman, and Saldana. First, the researcher collected the data taken from the utterances that uttered by Shakira in her speech at WISE Conference Qatar based on the type of illocutionary act proposed by Searle theory. Second, after being collected, then the data was grouped into category of speech act and the following result was obtained in this research based on steps of analyzing the data proposed Miles, Huberman, and Saldana.

##### **a. Data Condensation**

Data condensation in this research was the first step to determine which utterances related to the types of illocutionary act based on Searle theory found in Shakira's speech.

Through the theory of Speech Act which developed by Searle and Yule, in this thesis the writer is finding out speech acts which are found in Shakira's speech at WISE Conference Qatar. As the theory of speech act posed in chapter II, there were five types of illocutionary act based on Searle's theory, but in this

research, only four types of speech act were found from the Shakira’s Speech.

As explained in chapter three, the types of speech act were coded, as follow:

- Note :**     ASS     :     Assertive  
              DR     :     Directive  
              CM     :     Commissive  
              EX     :     Expressive  
              DC     :     Declarative

The distribution of analysis of speech act types is describe in the following table:

No	Time	Utterance	Type of Illocutionary Acts				
			AS	DR	CM	EX	DC
1.	0:18	I would like to thank you for the opportunity to be here today				✓	
2.	0:46	Most of you may know me as an artist, as an entertainer, and that's indeed my calling and what I've been doing since I was 13 years old	✓				
3.	0:56	but I never would have imagined when I started out that my work as an artist would end up being the vehicle for me to serve my greater purpose in life of working towards eradicating poverty through the power of Education	✓				
4.	1:13	As a Colombian				✓	



		citizen inequality as a concept that sadly one becomes very familiar with at a very young age.					
5.	1:24	It's a country like many others in Latin America where a few have a lot; a lot have almost nothing and where if you're born poor, you will almost certainly die poor. Where people don't access equal opportunities, and because of that generation after generation, after generation live trapped in the same vicious cycle fed by prejudice and inaction.	✓				
6.	1:53	Growing up in my country when I was around eight years old, I remember I saw kids my age who, instead of being in school were already working in the streets, were barefoot in the park. Kids like me whose reality was completely different than mine only because of the	✓				

		circumstances into which they were born					
7.	2:20	It was really hard for me to accept that to accept that something so unjust didn't have a solution.	✓				
8.	2:29	So I often asked myself why the adults, around me were so resigned to the fact that these kids who were just like me or even their own children we're living in a parallel reality so different and so cruel.	✓				
9.	2:45	As Kofi Annan put it, poverty is intolerable in a world of plenty,	✓				
10.	2:52	so as soon as I had some success, the first thing I wanted to do was to invest as many resources I could into what later would become the most meaningful project of my life, working for children.			✓		
11.	3:04	So I set out to find a team, a team of people who dream big and worked hard and thought like me to help me right the wrongs	✓				

		that I had witnessed throughout my entire childhood, and that's when our foundation The Barefoot Foundation, 'Pies Descalzos Foundation' was born.					
12.	3:27	I knew, and I was only 18 years old then, but I knew that I wanted to focus on children and improving their lives, but I didn't know where to start. So, I really felt that I needed to learn what the roots of inequality and low social mobility were.	✓				
13.	3:47	So, I decided to study the reasons why children were working in the streets or why some children were being recruited by the violent organizations, like the paramilitary or the guerrillas, why were so many children suffering from chronic malnutrition	✓				
14.	4:04	I realized that most of the issues that children face in my country had and have a common denominator; the lack	✓				

		of access to quality education.					
15.	4:17	To me, it became crystal clear that Education was a surest way to give all these kids the best fighting chance of improving their circumstances in life because Education is the great equalizer.	✓				
16.	4:32	When I started building schools in Colombia, which shows the most remote areas, areas where there was literally nothing, no infrastructure, no paved roads, no electricity, no potable water,	✓				
17.	4:54	Schools with comprehensive models that included ECD programs, school feeding programs, parent and teacher training, and another very important part is we've decided to engage the government as a strategic partner and made it nearly impossible for them to say no to doing their	✓				

		part by showing them results through our holistic model that really proved to work.					
18.	4:23	We noticed that as soon as a school is built in those places, everything is transformed. The improvements to the infrastructure were jaw-dropping electricity, and potable water were made available, made accessible. Roads were paved, malnutrition plummeted, but the best part of all is the academic results, the kids really responded academically, and now those kids who could have been recruited by the guerrillas or paramilitaries or that could have had a completely different outcomes for their lives, they're now on their way to the University and thriving in their communities. Some of them are athletes; some of them are professionals.	✓				

19.	3:27	I'm so passionate about it because I've really seen results that are as palpable as this podium and seeing all these success stories that have a name and a last name has been the one of the most rewarding things I've done in my lifetime even more so than winning Grammys, I think.	✓				
20.	6:58	Now that said, our work is far from being done, many developing countries are still rife with inequality and internal conflict, and there are a lot of kids who still need to be reached.	✓				
21.	7:11	History is not only the past. History it's made every day in the present, and what matters now is how we go forward and how we'll fix what's wrong, and that is the real challenge.		✓			
22.	7:35	Facts don't lie, and numbers show what an incredible return on investment a quality	✓				

		education provides.					
23.	7:42	For instance, if all students in low-income countries left primary school with basic reading skills, a hundred and seventy-one million people could be lifted out of poverty. Systemic change often begins from the bottom up rather than the top down.	✓				
24.	8:00	The government must take responsibility, and we should all put as much pressure as we possibly can, but the rest of all the civil society should also do their part.		✓			
25.	8:13	What we have discovered both here IPS discuss and educated child is that many times only one single barrier to entry, such as no access to transportation or basic needs like a functioning bathroom, can prevent a kid from attending school or even put them at risk of dropping out.	✓				

26.	8:33	Sometimes all it takes to change a child's life is the security of a hot meal in school or the ease of being able to hop on a bus that will leave you safely at your classroom door, it's as simple as that, and these are simple interventions, and they don't cost a lot.		✓			
27.	8:53	The biggest effort really is in mapping the communities; in going door-to-door searching for the out of school children talking to the parents talking to their families, giving a name and putting a story behind these children is the first step to start rewriting their story.	✓				
28.	9:16	Over the next three years, we pledge to get fifty-four thousand kids who are out of school or at risk of drop out into the educational system.			✓		
29.	9:26	Ultimately, more than two hundred ninety-five thousand people will benefit from this	✓				



		project, including children, teachers, families, and community members.					
30.	9:38	New schools and classrooms will be built, school kits and uniforms will be distributed; children will be enrolled in school, feeding, and transportation programs. Teachers will be trained in strategies and how to identify those students who are at risk so they can receive psycho-social support,	✓				
31.	9:58	and we are extremely confident that this partnership is only the beginning and will be the model to replicate through out my country until not a single child is out of school.		✓			
32.	10:19	This is our responsibility to our children and our debt to fulfill for the generations to come.		✓			
33.	10:25	Thank you vferly much.				✓	

Based on the result of the data above, it can be concluded in the Shakira’s speech entitled “*Education Change the World*” was found 4 kinds of illocutionary act. They were twenty three of assertive act in utterance of 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 25, 27, 29, 30. Then five of directives act in utterance 21, 24, 26, 31, 32. After that 2 of commisive act in utterance 10 and 28. The last is three of expressive ect in utterance 1, 4, 33.

Those were types of speech act found in Shakira’s speech at WISE Conference Qatar. Based on the result, from five types of speech act based on John Searle’s it only find four types on the speech. They consist of 23 of assertive act, 5 of directive act, 2 of commisive act, and 3 of expressive act.

**2. The classified of the Data**

This research was analyzed based on Searle’s theory, in which he stated that there are five types of illocutionary act. After analyzing the data and classifying the types of illocutionary act based on Searle’s theory. In this part, the types of data were classified in each type. It can be discussed as follow:

**Table 1**  
**Classification of the Data**

<b>Number of Utterance</b>	<b>The Data</b>	<b>Type of Illocutionary</b>
2.	Most of you may know me as an artist, as an entertainer, and that's indeed my calling and what I've been doing since I was 13 years old	Assertive (Claiming)
3.	but I never would have imagined when I started out that my work as an artist would end up being the vehicle for me to serve my greater purpose in life of working towards eradicating poverty through the	Assertive (Stating)

	power of Education	
5.	It's a country like many others in Latin America where a few have a lot; a lot have almost nothing and where if you're born poor, you will almost certainly die poor. Where people don't access equal opportunities, and because of that generation after generation, after generation live trapped in the same vicious cycle fed by prejudice and inaction.	Assertive (Claiming)
6.	Growing up in my country when I was around eight years old, I remember I saw kids my age who, instead of being in school were already working in the streets, were barefoot in the park. Kids like me whose reality was completely different than mine only because of the circumstances into which they were born	Assertive (Claiming)
7.	It was really hard for me to accept that to accept that something so unjust didn't have a solution.	Assertive (Complaining)
8.	So I often asked myself why the adults, around me were so resigned to the fact that these kids who were just like me or even their own children we're living in a parallel reality so different and so cruel.	Assertive (Complaining)
9.	As Kofi Annan put it, poverty	Assertive (Stating)

	is intolerable in a world of plenty,	
11.	So I set out to find a team, a team of people who dream big and worked hard and thought like me to help me right the wrongs that I had witnessed throughout my entire childhood, and that's when our foundation The Barefoot Foundation, 'Pies Descalzos Fundacion' was born.	Assertive (Claiming)
12.	I knew, and I was only 18 years old then, but I knew that I wanted to focus on children and improving their lives, but I didn't know where to start. So, I really felt that I needed to learn what the roots of inequality and low social mobility were.	Assertive (Stating)
13.	So, I decided to study the reasons why children were working in the streets or why some children were being recruited by the violent organizations, like the paramilitary or the guerrillas, why were so many children suffering from chronic malnutrition	Assertive (Claiming)
14.	I realized that most of the issues that children face in my country had and have a common denominator; the lack of access to quality education.	Assertive (Stating)
15.	To me, it became crystal clear	Assertive (Stating)

	that Education was a surest way to give all these kids the best fighting chance of improving their circumstances in life because Education is the great equalizer.	
16.	When I started building schools in Colombia, which shows the most remote areas, areas where there was literally nothing, no infrastructure, no paved roads, no electricity, no potable water,	Assertive (Claiming)
17.	Schools with comprehensive models that included ECD programs, school feeding programs, parent and teacher training, and another very important part is we've decided to engage the government as a strategic partner and made it nearly impossible for them to say no to doing their part by showing them results through our holistic model that really proved to work.	Assertive (Claiming)
18.	We noticed that as soon as a school is built in those places, everything is transformed. The improvements to the infrastructure were jaw-dropping electricity, and potable water were made available, made accessible. Roads were paved, malnutrition plummeted, but the best part of all is the academic results, the	Assertive (Claiming)

	kids really responded academically, and now those kids who could have been recruited by the guerrillas or paramilitaries or that could have had a completely different outcomes for their lives, they're now on their way to the University and thriving in their communities. Some of them are athletes; some of them are professionals.	
19.	I'm so passionate about it because I've really seen results that are as palpable as this podium and seeing all these success stories that have a name and a last name has been the one of the most rewarding things I've done in my lifetime even more so than winning Grammys, I think.	Assertive (Boasting)
20.	Now that said, our work is far from being done, many developing countries are still rife with inequality and internal conflict, and there are a lot of kids who still need to be reached.	Assertive (Stating)
22.	Facts don't lie, and numbers show what an incredible return on investment a quality education provides.	Assertive (Claiming)
23.	For instance, if all students in low-income countries left primary school with basic	Assertive (Stating)

	reading skills, a hundred and seventy-one million people could be lifted out of poverty. Systemic change often begins from the bottom up rather than the top down.	
25.	What we have discovered both here IPS discuss and educated child is that many times only one single barrier to entry, such as no access to transportation or basic needs like a functioning bathroom, can prevent a kid from attending school or even put them at risk of dropping out.	Assertive (Claiming)
27.	The biggest effort really is in mapping the communities; in going door-to-door searching for the out of school children talking to the parents talking to their families, giving a name and putting a story behind these children is the first step to start rewriting their story.	Assertive (Suggesting)
29.	Ultimately, more than two hundred ninety-five thousand people will benefit from this project, including children, teachers, families, and community members.	Assertive (Stating)
30.	New schools and classrooms will be built, school kits and uniforms will be distributed; children will be enrolled in school, feeding, and	Assertive (Stating)

	transportation programs. Teachers will be trained in strategies and how to identify those students who are at risk so they can receive psycho-social support,	
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Assertives is a kind of speech act which commit the speaker to something being in case. The statement concerned with fact, and deals with data. It is to tell or to inform the hearer what the speaker knows or belief to be the case or not. Something that is happening or has happened or not. The utterance can amount to stating, suggesting, boasting, complaining, and claiming.

These followings are application of assertives speech acts in the speech.

*"Most of you may know me as an artist, as an entertainer, and that's indeed my calling and what I've been doing since I was 13 years old,..."*

This utterance is analyzed as an assertives speech act especially claiming. As we know that claiming means saying something is true or is a fact. The speaker saying the fact about herself. She is an artis and also an entertainer and people know about that.

*"...but I never would have imagined when I started out that my work as an artist would end up being the vehicle for me to serve my greater purpose in life of working towards eradicating poverty through the power of Education."*

In this utterance is analyzed as an assertives speech act. The speaker tell her opinion about how her carrier as an artist can bring her to the greater purpose in her life of working, fighting in education. So that, the communication function of this second utterance is stating.

*"...It's a country like many others in Latin America where a few have a lot; a lot have almost nothing and where if you're born poor, you will almost certainly die poor. Where people don't access equal opportunities, and because of that generation after*



*generation, after generation live trapped in the same vicious cycle fed by prejudice and inaction."*

In this utterances, Shakira tells about the condition of her country, Colombian. She said that people can't access equal opportunities. There is a difference between people who born poor and rich. Poor people can't access good education. This utterance classified as an assertives speech act because the speaker tell about the fact of her country. It also can conclude tha this utterance is used *claiming* as the communication function.

*"Growing up in my country when I was around eight years old, I remember I saw kids my age who, instead of being in school were already working in the streets, were barefoot in the park. Kids like me whose reality was completely different than mine only because of the circumstances into which they were born."*

The statement above is analyze as an assertive speech act. The speaker thells her experienced when whe was eight years old in her country, Colombia. She saw kids in her age who instead of being school were already working in the street. She intended to inform the hearer about the condition of education in her country by telling her experience. This statement of fact identified as an assertives speech act and the communication of function is *claiming*.

*"It was really hard for me to accept that something so unjust didn't have a solution."*

This utterance can be classified as an assertive speech act and complaining as its communication function. The speaker complained and objected to the situation of children in her country who did not have the opportunity to school. The children have been working on the streers since they were young.

*"So I often asked myself why the adults, around me were so resigned to the fact that these kids who were just like me or even their own children we're living in a parallel reality so different and so cruel."*

This utterance is identified as an assertives speech act and complaining as its communication function. It can know from the words *" So I often asked to myself why the adults.."* The speaker

complained to herself about the unfair situation around her. She wondered why the adults did not care about the condition of the children around them. Why don't adults realize how important education is. Although she not complained directly but the the speaker's thoughts at that time meant she was complaining about the current situation.

*"As Kofi Annan put it, poverty is intolerable in a world of plenty.."*

The quote presented by the speaker above can be classified as Assertive speech act because the quote is the opinion of a person, namely Kofi Annan. It can be know that the communication function of this utterance is stating.

*"So I set out to find a team, a team of people who dream big and worked hard and thought like me to help me right the wrongs that I had witnessed throughout my entire childhood and that's when our foundation The Barefoot Foundation, 'Pies Descalzos Fundacion' was born."*

In this utterance, Shakira tells her experience about how she build her foundation, she recrut people who also care about the education. As we can she in her uttarance *"..So I set out to find a team, a team of people who dream big and worked hard and thought like me.."*. This utterance classified as an assertive and *claiming* as the communication function. As we know that claiming is tell about something true or a fact.

*"I knew, and I was only 18 years old then, but I knew that I wanted to focus on children and improving their lives, but I didn't know where to start. So, I really felt that I needed to learn what the roots of inequality and low social mobility were."*

In this utterance is analyzed as an assertives speech act. The speaker tell her experience when she was 18 years old, from the utterance we can know that she didn't know how to start her mission, so that, she decided to learn what the roots of inequality and low social mobility were. It can be concludes that the speaker only tell about her opinion not tell an event or a fat. So, that the communication of this utterance is stating.

*"So, I decided to study the reasons why children were working in the streets or why some children were being recruited*

*by the violent organizations, like the paramilitary or the guerrillas, why were so many children suffering from chronic malnutrition."*

From the utterance above we can know that the speaker learn about the reason why children were working in the streets and why some children being recruited by the violent organization. All those kind of children deviations are a fact that speaker found in her country. Her decision to learn also statement of act. So that this utterance classified as assertive speech act and the communication of function is claiming.

*"I realized that most of the issues that children face in my country had and have a common denominator; the lack of access to quality education."*

The utterance above is classified as a assertive speech act because the speaker argued that social deviations in her country, especially those that occur in children, are the result of a lack of access to equality education. *Express opinion* is include to a form of stating in communication function.

*"To me, it became crystal clear that Education was a surest way to give all these kids the best fighting chance of improving their circumstances in life because Education is the great equalizer."*

The utterance is identified as a assertive speech act and stating as its communication function, because the speaker gives her perspective on how important education is and she assumes that education is something that can improving children's circumstances in life. As we know an opinion or perspective is include in *stating*.

*"When I started building schools in Colombia, which shows the most remote areas, areas where there was literally nothing, no infrastructure, no paved roads, no electricity, no potable water.."*

The utterance above contain assertives speech act and the communication function is claiming. The speaker decrive about the condition of Colombia when she start to build the school. She said that the area was literally nothing, no infrastructure, no paved roads, no electricity, and no potable water. She talked the

condition based on the reality or fact. The statement of fact is include in claiming.

*“Schools with comprehensive models that included ECD programs, school feeding programs, parent and teacher training, and another very important part is we've decided to engage the government as a strategic partner and made it nearly impossible for them to say no to doing their part by showing them results through our holistic model that really proved to work.”*

This utterance also identified as a assertives speech act and *claiming* as the communication function. As we can see from the utterance, the speaker talked about the detail of the school that she build in Colombia. She said that the school with comprehensive models included ECD programs, school feeding programs, parent and teacher training, and also she want to ask the government to take a role in her mision, build school in Colombia. That is why the utterance include in claiming because it talked about the fact or reality.

*“We noticed that as soon as a school is built in those places, everything is transformed. The improvements to the infrastructure were jaw-dropping electricity, and potable water were made available, made accessible. Roads were paved, malnutrition plummeted, but the best part of all is the academic results, the kids really responded academically, and now those kids who could have been recruited by the guerrillas or paramilitaries or that could have had a completely different outcomes for their lives, they're now on their way to the University and thriving in their communities. Some of them are athletes; some of them are professionals.”*

In this utterance, Shakira tells about what has happened in Colombia lately. The communication function in this utterance is claiming. Shakira give an information that the school that they built is give many impact to their country and through the words *“now those kids who could have been recruited by the guerrillas or paramilitaries or that could have had a completely different outcomes for their lives,..”* she give an information about the condition of kids after getting good education based on the reality. This utterance classified as an assertive speech act.

*"I'm so passionate about it because I've really seen results that are as palpable as this podium and seeing all these success stories that have a name and a last name has been the one of the most rewarding things I've done in my lifetime even more so than winning Grammys, I think."*

In this utterance, Shakira talked about her passion and how she is very happy and proud to working in education. She is very excited because she can saw many kids getting succeeded after they can study in the school. In this utteranc Shakira said that it was felt so proud more thank winning Grammys. Indirectly Shakira boasted herself. So that, the communication function of this utterance is identified as *boasting*.

*"Now that said, our work is far from being done, many developing countries are still rife with inequality and internal conflict, and there are a lot of kids who still need to be reached."*

In the statement above, Shakira express her opinion that there are a lot of kids in many countries are still need to be reached. The country with inequality and internal conflict. She also said that the work oin education is far from being done. So that, this statement can identified *stating* as the communication function because it contain of opinion of the speaker. The statement of *stating* is include in assertives speech act.

*"Facts don't lie, and numbers show what an incredible return on investment a quality education provides."*

This utterance is classified as an assertives speech act and *claiming* as the communication function because the speaker said that a quality education will return an incridible investment and she has saw the result. The statement about a fact or reality is identified as *claiming*.

*"For instance, if all students in low-income countries left primary school with basic reading skills, a hundred and seventy-one million people could be lifted out of poverty. Systemic change often begins from the bottom up rather than the top down"*

The speaker express her idea by saying words. *For instance, if all students in low-income countries left primary school with basic reading skills, a hundred and seventy-one million people could be lifted out of poverty. Systemic change often begins from*

*the bottom up rather than the top down” from that utterance we can know that a good education can help the country’s economy.*

*“What we have discovered both here IPS discuss and educated child is that many times only one single barrier to entry, such as no access to transportation or basic needs like a functioning bathroom, can prevent a kid from attending school or even put them at risk of dropping out.”*

In the utterance above the speaker talked the reason that can prevent a kid from attending school. We can see in the words *“many times only one single barrier to entry, such as no access to transportation or basic needs like a functioning bathroom, can prevent a kid from attending school or even put them at risk of dropping out.”* She said that some little things can give impact to the kids. That is why this utterance is analyzed as assertives and the communication function is *claiming* because the speaker talk about a fact found in the field.

*“The biggest effort really is in mapping the communities; in going door-to-door searching for the out of school children talking to the parents talking to their families, giving a name and putting a story behind these children is the first step to start rewriting their story.”*

In this utterance, the speaker explain what is the steps must be done to bring the children back to school. Of course it is not easy because you have to coloborate with the parents. Indirectly, the speaker gave an idea of how to save dropuouts.

*“Ultimately, more than two hundred ninety-five thousand people will benefit from this project, including children, teachers, families, and community members.”*

This utterance is identified as an assertive speech act and the communication function is stating. Although the speaker mention the number of people but its just the opinion and has not been proven true.

*“New schools and classrooms will be built, school kits and uniforms will be distributed; children will be enrolled in school, feeding, and transportation programs. Teachers will be trained in strategies and how to identify those students who are at risk so they can receive psycho-social support,”*

In this sentence the speaker talks about things that will happen after schools are built in the next 3 years. Of course this sentence, is included in *claiming* as the function of communication because the things discussed have not happened or only in the form of opinions.

**Table 2**  
**Classification of the Data**

<b>Numbers of Utterance</b>	<b>The Data</b>	<b>Type of Illocutionary</b>
21.	History is not only the past. History it's made every day in the present, and what matters now is how we go forward and how we'll fix what's wrong, and that is the real challenge.	Directive (Invite)
24.	The government must take responsibility, and we should all put as much pressure as we possibly can, but the rest of all the civil society should also do their part.	Directive (Advise)
26.	Sometimes all it takes to change a child's life is the security of a hot meal in school or the ease of being able to hop on a bus that will leave you safely at your classroom door, it's as simple as that, and these are simple interventions, and they don't cost a lot.	Directive (Request)
31.	and we are extremely confident that this partnership is only the beginning and will	Directive (Invite)

	be the model to replicate through out my country until not a single child is out of school.	
32.	This is our responsibility to our children and our debt to fulfill for the generations to come.	Directive (Command)

Directive is type of illocutionary act that the speakers's role is to get the hearer to do something for certain purposes. There are some type of communication function in directive such as order, command, request, advise, invit, permit.

These followings are application of directives speech acts in the speech.

*"History is not only the past. History it's made every day in the present, and what matters now is how we go forward and how we'll fix what's wrong, and that is the real challenge."*

The utterance above is identified as directives and *invite* as the communication function. As we can see in the utterance, the speaker said motivation sentences that can encourage the listeners to participate in her mission, advance the education. Indirectly, the meaning of her sentence is to invite the listener.

*"The government must take responsibility, and we should all put as much pressure as we possibly can, but the rest of all the civil society should also do their part."*

The statment above is directives speech act and the communication function is *advise*. The speaker provides advices to the government, listeners and herself, and also to all the civil society to carry out their respective roles in advancing education. As we know that give advice is included in assertive sentences.

*"Sometimes all it takes to change a child's life is the security of a hot meal in school or the ease of being able to hop on a bus that will leave you safely at your classroom door, it's as simple as that, and these are simple interventions, and they don't cost a lot."*



The speaker mentions the basic things that children need to be able to return to school. For example security of hot meal at school or adequate transportation. She also said it was very simple and inexpensive. Indirectly the speaker asks the listener to be able to do this. With this it can be concluded that this utterance is directives act and its communication function is *request*.

*“..we are extremely confident that this partnership is only the beginning and will be the model to replicate through out my country until not a single child is out of school..”*

This statement is directives act. The speaker assures listeners that the her project will be very successful and become a role model in other countries. As we can see from the words *“..we are extremely confident that this partnership is only the beginning and will be the model to replicate through out my country..”* Indirectly, she invites others to participate in her project.

*“This is our responsibility to our children and our debt to fulfill for the generations to come.”*

This utterance is classified as directives act and *command* as the communication function. The speaker said an affirmation word to the hearer to foster a sense of responsibility about the awareness in advancing education.

**Table 3**  
**Classification of Data**

<b>Number of Utterances</b>	<b>The Data</b>	<b>Type of Illocutionary</b>
10.	so as soon as I had some success, the first thing I wanted to do was to invest as many resources I could into what later woul become the most meaningful project of my life, working for children.	Commissive (Promising)
28.	Over the next three years, we pledge to get fifty-four	Commissive (Promising)

	thousand kids who are out of school or at risk of drop out into the educational system.	
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Searle stated that commissive is a speech act that commit the speaker to some future action, such as, promises, pledges, planning, and betting.

These followings are application of commissive acts in the speech.

*“So as soon as I had some success, the first thing I wanted to do was to invest as many resources I could into what later would become the most meaningful project of my life, working for children.”*

In this utterance, the speaker said that she will invest many resources for her life’s project, working for children, after she become success person. This kind of utterance is promise. As we know that promise is something that will happen di in the future. So that, this utterance is identified as commissive act and the communication function is *promising*.

*“Over the next three years, we pledge to get fifty-four thousand kids who are out of school or at risk of drop out into the educational system.”*

The utterance above is a form of promise. The speaker said *“Over the next three years, we pledge to..”* This utterance means the speaker will do something in the future. So we can conclude that this utterance is classified as commissive act and the communication function is *promising*.

**Table 4**  
**Classification of the data**

Number of Utterance	The Data	Type of Illocutionary
1.	I would like to thank you for the opportunity to be here today	Expressive (Thank)
4	As a Colombian citizen inequality as a concept that sadly one becomes	Expressive (Deplore)

	very familiar with at a very young age.	
33.	Thank you very much.	Expressive (Thank)

Expressive is a kind of speech act that express the speaker’s feelings. The speaker makes words fit the world (of feeling). The type of communication function in expressive act such as thank, congratulate, apologize, condole, deplore, and welcome.

These followings are application of expressive acts in the speech.

*“I would like to thank you for the opportunity to be here today.”*

This utterance is classified as an expressive act by the word “*thank you*” in the utterance, the speaker thanking for the opportunities join the organization and the opportunities deliver the speech. The communication function of this utterance is *thanking*.

*“Thank you very much.”*

This utterance is categorized as an expressive act by the word “*thank you*” in the utterance, the speaker thanking the audience and all the hearer of her speech and ended her speech. The communication function of this utterance is *thanking*.

**3. Dominant Type Illocutionary Act in Shakira’s Speech at WISE Conference Qatar**

In this section, after finding out what type illocutionary act were found in Shakira’s speech, the next step was to find out the most illocutionary act used in Shakira’s speech. This study uses Bungin’s formula to percentage illocutionary act and it finds the most dominant type of illocutionary act in Shakira’s speech.

a. Assertive act

$$n = \frac{Fx}{N} \times 100\%$$
$$n = \frac{23}{33} \times 100\%$$
$$n = 70\%$$

b. Directive act

$$n = \frac{Fx}{N} \times 100\%$$

$$n = \frac{5}{33} \times 100\%$$

$$n = 15\%$$

c. Commisive ac

$$n = \frac{Fx}{N} \times 100\%$$

$$n = \frac{2}{33} \times 100\%$$

$$n = 6\%$$

d. Expressive act

$$n = \frac{Fx}{N} \times 100\%$$

$$n = \frac{3}{33} \times 100\%$$

$$n = 9\%$$

**Table 3. Frequency of Using Speech Act in Shakira's Speech**

No	Type of Illocutionary Act	Number of Cases	Percentage of Types
1	Assertive	23	70%
2	Directive	5	15%
3	Commisive	2	6%
4	Expressive	3	9%
5	Declarative	-	0
<b>Total</b>		33	100%

Based on the data, the dominant illocutionary act in Shakira's speech is the assertive. It has percentage 70% that has 23 utterances in Shakira's speech.

## **B. Discussion**

This part discussed the finding of the data above, after presenting both kind of Illocutionary act and the most illocutionary act used in the speech. In this part intended to discuss the findings and how to answer research question which proposed in the first chapter. There were two research question of this research. It would be presented in the following.

After analyzing the data the result of this research showed that from five of illocutionary act there were only four kinds of

illocutionary act which contain in Shakira's speech that had been analyzed. This research was analyzed based on John Searle's theory, which he stated that there are five of illocutionary act, they were assertive, directive, expressive, commissive, and declaration. From the data above the researcher only find four types, they were assertive, directive, expressive, and commissive. There were no declarative found in the speech.

From the result of the research, it can be said that speech act is not easy to be understood, because everyone should know what is the action or the reason in a utterance. Based on the formulation of the problem this research found out the kinds of illocutionary act that appeared in Shakira's speech on Searle's theory. In this research there were only four kinds of illocutionary act that appeared in some utterances of the speech, they were 23 assertives, 5 directives, 3 expressives, and 2 commissives. The result showed that assertives was the most often illocutionary act appeared in the speech, because its contained fact informations (in the form of fact and opinion) for the readers or listeners.

There was some research have done that deal with speech act. The first previous study was conducted by Try Fahmi Umar. The writer just focused on analyzing speech acts in kinds of communication function in illocutionary act and perlocutionary act contained in the speech of President Jokowi. From his analysis the speech has some kinds of communication function in illocutionary act, they were: 9 assertives, 0 directives, 2 expressives, and 6 commissives and 0 declarations. The most illocutionary that used in the president's speech are assertives of stating and commissives of an offering<sup>60</sup>. Besides that, the writer also found that the perlocutionary act in this speech has the effect or response from the audience after hearing a speech by President Jokowi in APEC, Beijing 2014.

The second previous research was conducted by Usep Muttaqin. Based on the result of his analysis, he found several types and descriptions of the speech act of Zaid's utterance in Moustapha Akkad's Movie the Message. There are 15 representative act, 7

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<sup>60</sup> Try Fahmi Umar, "The analysis of Speech Act of Presiden Joko Widodo at APEC Forum", (Skripsi, UIN Alauddin, 2016), p.44.

directives act, 11 commissive act, and 1 declaration act. The most speech act used by Zaid is representative.<sup>61</sup>

The next previous research was conducted by Choerunnisa Rumaira. Based on the result of her analysis she found some types of speech acts in Mr. Keating's utterances in *Dead Poets Society* Movie. In her research, she used Yule's theory. In terms of the illocutionary acts, *directives* get the highest percentage of Mr. Keating's utterances when teaching which are up to 44.24%. In terms of perlocutionary acts, there are two acts that most commonly occur. They are *to inspire the hearer* and *to get the hearer to do something* with the same percentage, up to 24.77%. The lowest percentage of perlocutionary acts is on *to insult the hearer* which is only 1.76%.<sup>62</sup>

This research was about Speech Act in Shakira's speech. To analyze the type of illocutionary act in this research was used Searle's theory. Then the result of this research showed that there were 33 utterances of the speech contain illocutionary act. They were 23 assertives (70%), 5 directives (15%), 2 commissive (6%), and 3 expressive (9%). The difference previous research and this research was on the subject of the analysis.

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<sup>61</sup> Usep Muttaqin, "A Speech Act Analysis of Zaid's Utterances in Mousthapa Akkad's Movie the Message". (Skripsi, UIN Sunan Kalijaga, 2013), p.58.

<sup>62</sup> Choerunnisa Rumaira, "An Analysis of Speech Act in *Dead Poets Society*", (Skripsi, State University of Yogyakarta, 2015), p.96.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After analyzing the research findings, the writer would like to make conclusion about it. In this paper, the writer discusses the speech act used in Shakira's speech at WISE Conference Qatar. As the writer has proposed the kinds of speech act term in theoretical framework and in the research findings, the writer concludes that speech act often used in the speech above illocutionary act, such as representative/assertive, directives, commissives, expressive and declaration. The speech act that found in this speech is not used vulgar meaning, because this speech is delivered in formal forum. Then, the writer found the kinds of communication function in illocutionary act, they were: 23 assertives (70%), 5 directives (15%), 3 expressive (9%), and 2 commissives (6%) and 0 declaration (the writer did not find any declarations in speech of Shakira). Based on the explanation above, the writer concluded that assertives is mostly used by the Shakira's speech.

#### **B. Sugession**

Through this paper, the writer suggest that speech act can be one of the topics for future research studies, especially for English Language students department of Tarbiyah Faculty Islamic University of Raden Intan Lampung. Furthermore, the term speech act does not always produce a new division, therefore the writer suggest that it is possible to explore the pragmatics changes in utterances. Finally the writer wants to say that knowing about speech act is important so that the goals of a communiacation will be reach and also the writer hopes this thesis was useful for students who want to do research on utterances.

Based on the results of the research and based on the conclusion above. There are several suggestions for the reader and the next researchers, they are as follows:

##### **1. To the Teachers**

From the speech, we canget an education that on how speech act is very important to be known. The teacher can teach

English by giving some text to the students which content speech act to practice the student how to think deeply about some meaning which cannot be guessed directly.

2. **To the Students**

For the students, these speech were very much moral that can be taken and can be applied in life especially for young generation, its remind us how important education in our life. Besides that, the student can sharp their knowledge and understanding about speech act, as we know speech act is important, so that the aim of communication will be reached.

3. **To the Readers**

For a reader who wants to know about speech act, reader should learn and understand first about it. This research is very suitable to be understood. The researcher suggest this research can help readers in understanding and knowing the kinds of speech act and its examples because without realizing it, the speech act is very much found in communication, speaking and writing.

4. **To the next Researcher**

For the next researcher who is interested in researching speech act, especially in the speech, it is suggested the readers pay more attention to every single utterances of the speech, because there are many implicit meaning in speech. The researcher suggest this research can help to understand and can be a reference for the next researcher. It would be better if the next researcher could examine the speech act in other literary works.



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